

# Assessing the Potential Impact and Outcomes of Short-Term ESL Programs

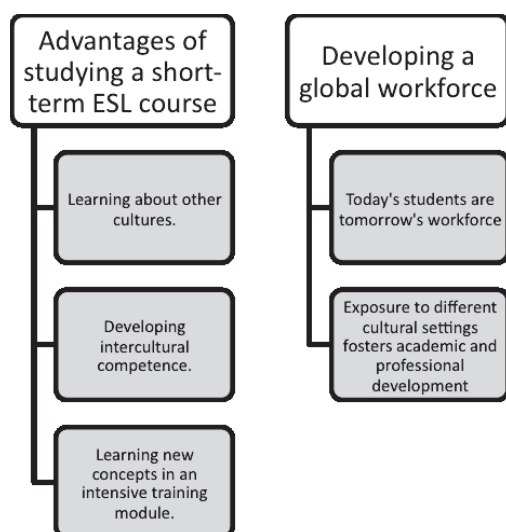
MILLER, Kevin

## *Introduction*

Throughout most of its history, the Western system of higher education has been shaped by a variety of ambitious hopes and goals. However, at the same time, most Western colleges and universities have been beset by inherent shortcomings and deficiencies that have rendered these lofty objectives difficult, if not impossible, to achieve. Students begin their college careers hopeful that higher education will help them achieve success, fulfillment, and prosperity. However, in reality, the personal and professional outcomes that students are able to achieve after completing their university education are often not as unambiguously beneficial as expected. In some contexts, the presumed gains associated with a college education may either be overrated or only marginally supported by research and data.

For international students seeking to achieve success in today's global workforce, English language skills can significantly boost career prospects. However, there is a dearth of research that has examined the way that participation in a short-term ESL "study abroad" program can complement, improve, or otherwise affect students' personal, professional, and academic outcomes. The current study will explore the benefits of pursuing a college education abroad in tandem with a short-course ESL program. This study will focus specifically on assessing the impact of short-term ESL instruction on the academic and professional careers of Japanese ESL students at the university level.

For Japanese students, the benefits of pursuing a short-term education course abroad stem from two primary sources. First, the student benefits from studying in a different environment. He or she has the opportunity to live and work in a different cultural setting and learns to interact with people of different ethnicities (Zheng, 2000). In today's technologically advanced, globally integrated workplaces, students have to be equipped with intercultural competence (Byram, Nichols, & Stevens, 2001). Second, short-term study programs represent a positive learning opportunity for Japanese students and offer them a different perspective on the world. After learning new concepts, the Japanese students subsequently transfer the knowledge to their own country and may be likely to perform better in their academic and professional careers (Miyakoshi, 1997). While there is no comprehensive study that has explained



**Figure 1 Advantages of a short-term ESL course for Japanese students within the larger goal of developing a global workforce.**

the knowledge- transfer process, at least one author (McConnell, 2000) has described enrolling in similar courses as the process of ‘internationalization (*kokusaika*) of Japan’. Conversely, the growing prevalence and popularity of short-term ESL courses may prove to be beneficial to host institutions in the U.S. and Canada by helping cash-strapped institutions to develop a much-needed alternative revenue stream.

In the next section, the research questions that will form the overarching shape of the current study will be delineated. Then, a literature review of the currently extant scholarly literature on the subject will be presented. In addition to academic work, statistics describing the extent of Japanese student enrollment in American and Canadian colleges and ESL courses will be documented and discussed. Next, a discussion of trends in the literature will be featured, and several proposed solutions will be advanced. Finally, several conclusions will be offered, along with suggestions for future research.

### ***Research Questions***

There are numerous benefits that can arise when Japanese students learn English and other valuable skills at foreign universities and colleges. At the same time, deciding whether to participate in a short-term ESL course abroad can be a difficult choice to make. The focus of this paper is to highlight the advantages of enrolling in such courses in the U.S. and Canada, so that Japanese students and professors are able to make better-informed choices. A significant amount of research has been done seeking to determine whether students should study abroad (Silva, 1998). However,

although there is a wealth of information pertaining to quantifying the number of students who opt to study abroad, what is lacking is research that seeks to identify the outcomes of participation in a study-abroad program (Byram & Feng, 2006). Specifically, there appear to be research gaps in the following areas:

- What happens to students after they complete a study-abroad course in a foreign country?
- Are universities equipped to accommodate the needs of students who have learned new concepts in a different country?
- How much do university instructors and staff understand that the study-abroad experience is likely to change the perceptions and learning process of a student when he or she returns to his or her native country?

The primary focus of this research effort will be to explore the above concerns, as well as to highlight the key issues that must be understood by university professionals and staff members to make the process of ‘reverse adjustment’ easier for returning study-abroad students, with a specific focus on the needs of Japanese students returning from participation in a short-term ESL program. In this context, the meaning of the term ‘reverse adjustment’ refers to a two-part process of readjustment that students returning from study-abroad programs are often forced to face. According to Christofi & Thompson (2007), this process typically involves the following phases:

1. The process of leaving one’s home country to study abroad and
2. The process of re-acclimating to one’s native country after completing the course of study and returning home.

According to past research, the most challenging tasks faced by students include 1) assessing higher education options, 2) choosing whether to study outside of the country, and, if the decision to study abroad is made, 3) learning in an unfamiliar cultural environment. Furthermore, the challenges faced by foreign students who study in major metropolitan areas in the U.S. are different from those that are faced when they are studying in a location near their homes or in smaller districts, cities, or towns (Robinson-Pant, 2009). Given that higher education is a nonnegotiable process for many Japanese students, what is the rationale supporting participation in short-term ESL courses? Does the typical 21<sup>st</sup> century Japanese college student need to learn better English-speaking skills in the wake of globalization, corporatization, and other change agents that have transformed the business landscape? Is it correct to assume that enrolling in a short-term ESL course can enhance a student’s résumé and may even be necessary for sustainable career prospects?

Although there may be no definitive answer to these questions, two scenarios seem to be highly likely. From the perspective of a Japanese student, pursuing a short-term ESL course will reap advantages in the global workplace (See Figure 1). From the perspective of foreign universities, reforms and changes need to be

undertaken to encourage students to consider and enroll in these courses, as well as to assist students who have completed the courses in the process of re-integrating into the university systems and culture (Xiaoxuan, 2004). It is this author's supposition that studying abroad, especially for a short-term ESL course, can be regarded as a 'passport' to personal, professional, and academic success in today's global environment.

For many years, the prospect of participation in study-abroad programs has prompted both excitement and skepticism. While supporters of study-abroad programs suggest that enrolling in a short-term course in another country is beneficial, skeptics have long raised numerous concerns and criticisms about these programs. Most significantly, critics have voiced doubts about the rigor of the curriculum, uncertainty about the benefits of the high degree of effort, cost, and hard work involved, reluctance about the loss of study time at the student's home campus, and concern about the lack of control and supervision over foreign students, among many other issues (Zikopoulos & Goodwin, 1988). Past research has indicated that irrespective of one's nationality, a student who wants to pursue an education option abroad will likely have to grapple with and navigate these issues (Schroth & McCormack, 2000). University administrators, staff, peers, parents, teachers, and students are likely to have many questions that they must address before making a final decision about participation.

### ***Literature Review***

The basic goal of any higher education program is to provide a unique learning experience in a timely and effective manner. There is extensive literature available outlining the evolution of the concept of studying abroad (Carlson, Burn, Useem, & Yachimowicz, 1990): (McKeown, 2009). In addition, extensive research has focused on identifying the implications of study-abroad programs for students of different ethnicities (British Columbia Statistics, 1997): (Miyakoshi, 1997). In order to formulate the hypothesis scientifically and to point out the importance of undertaking the current study, it is necessary to cite some relevant research in this field. It is also important to understand the ways in which study-abroad courses are likely to benefit Japanese students by helping them to improve language and culture skills. As such, it is imperative to identify trends and statistical analyses by studying the scholarly literature pertaining to these subjects. These data will further highlight the importance of the current research effort by demonstrating the growing prevalence and popularity of short-course ESL programs for foreign students. The following statistical figures refer to Canada and the United States.

### ***Literature Review: Canada***

According to an analysis of foreign students studying in Canada (Asia Pacific Foundation of Canada, 2005), it was found that British Columbia was one of the most frequently chosen destinations for higher education by foreign students who opted for ESL courses. Interestingly, such courses offered by private institutions have shown an upward trend in enrollments in recent years.

According to the report (British Columbia Statistics, 1997), there were a total of 99,359 foreign students in Canada as of December 1, 1997. British Columbia, the second most favored province for foreign students, was host to approximately 26% (25,726) of these foreign students in 1997. The report further stated that Ontario and Quebec were the first and third most favored provinces. These provinces hosted 39% (39,078 students) and 18% (17,977 students), respectively.

Nearly 20% of the foreign students in Canada were enrolled in courses of study described as ESL programs organized by universities, government agencies, private institutions, and training authorities. Almost 76% of the students claimed Asian countries as their permanent homes. Out of this total, approximately 83% of the students came from Taiwan, Japan, Hong Kong, and South Korea.

According to recent reports, the enrollment of foreign students in Canadian universities was significantly higher for the five-year period ending in 2005-2006. During this period, there was a surge in the enrollment of foreign students and young Canadian adults (Statistics Canada, 2008). A total of 80,200 students from foreign countries were enrolled in different programs at Canadian universities in 2005-2006. The report did not outline the exact number of students in ESL programs, but it was indicated that foreign students represented 7.7% of total university registrations.

There is no doubt that Canada is a popular destination for students pursuing short-term ESL programs. To make the process simpler for Asian students, a significant revision was made to the student authorization process in Canada, a reform that has made the process of enrolling in such courses much simpler and more streamlined. In 2002, the *Immigration and Refugee Protection Act* was passed in Canada. According to the new rules, foreign students attending courses in Canada for a period of less than six months do not require a study permit (Asia Pacific Foundation of Canada, 2005). Typically, a short-term ESL program requires a commitment of four to six weeks, and as such, this policy change has made it simpler for Asian students to enroll in such courses. The report stated that one of the challenges faced in the data-gathering process was determining the exact number of short-term students (who do not require a study permit).<sup>(1)</sup>

---

(1) It is assumed that in many markets, these students account for a very large percentage of tourists coming to Canada, as well.

### ***Literature Review: United States***

According to the Open Doors 2008 data<sup>(2)</sup> released by the Institute of International Education, there were 33,974 students from Japan studying in the United States in the academic session 2007-08.<sup>(i)</sup> It is important to note that Japan is the fourth-leading place of origin for international students in the United States. A closer look at the academic degrees pursued during this period reveals that almost 60% of these students studied at the undergraduate level (Institute of International Education, 2008). Additional data that are of relevance to the current study are provided below:

61.3 %	undergraduate students
20.2 %	graduate students
11.2 %	other
7.2 %	OPT (Optional Practical Training)

While over 80% of students were in degree programs, it is significant that 11% of students came to the U.S. for other educational ends, including short-term ESL courses. Typically, these courses ranged from 6 to 8 weeks in duration.<sup>(3)</sup>

There is strong evidence to suggest that Japanese students prefer short-term ESL courses. For a ten-year trend overview of the total number of Japanese students enrolling for various programs in U.S., refer to Table 1 below.<sup>(ii)</sup>

<b>Year</b>	<b># of Students from Japan</b>	<b>% of Total Foreign Students in US</b>
2007-08	33,974	5.4 %
2006-07	35,282	6.1 %
2005-06	38,712	6.9 %
2004-05	42,215	7.5 %
2003-04	40,835	7.1 %
2002-03	45,960	7.8 %
2001-02	46,810	8.0 %
2000-01	46,497	8.4 %
1999-00	46,872	9.1 %
1998-99	46,406	9.5 %
1997-98	47,073	9.8 %
1996-97	46,292	10.1 %

**Table 1**

---

(2) For more details please visit [opendoors.iienetwork.org](http://opendoors.iienetwork.org)

(3) According to the study, the number of Japanese students on U.S. campuses decreased by 3.7% in 2007-08, following a general trend of decline since its peak in 1997-98. From 1994-95 to 1998-99, Japan was the leading country of origin of college students studying abroad in the U.S., but has since fallen to fourth place, due to surges in students from India, China, and South Korea. It is also believed that the effects of a rapidly aging Japanese population have played a role in this decline (Institute of International Education, 2008).

For another view of the changes in the number of Japanese students enrolled in U.S. English language programs, the following information has been extracted from the 2001 Japan-U.S. Educational Commission (JUSEC) report.<sup>(iii)</sup>

- 67% of all Japanese students are studying at the undergraduate level. Twenty percent are enrolled in graduate programs, while thirteen percent are listed as non-degree or ESL students.
- In 2001, the 46,810<sup>(4)</sup> Japanese students studying in the United States were enrolled in 1,296 different universities. According to the report, students from Japan studied at more campuses than students from any other East Asian national group.
- It was reported that in the year under study, California State University-Long Beach had the largest number of Japanese students of any college in the U.S. The institution's 661 Japanese students comprised 2% of the total student population.
- 19% of the students study at the twenty most popular universities (defined as those with 275 or more Japanese students enrolled). It was further reported that 102 universities and colleges had 100 or more Japanese students, and that the average number of Japanese students per U.S. university was 31.
- With a reported total of 10,349 (26%) Japanese students, California is by far the most popular U.S. state for Japanese students. The state offers a temperate climate, is home to hundreds of tech start-ups, such as Google, Yahoo, and many others, and offers numerous higher education opportunities. Other states preferred by Japanese students include New York (4,498 or 11%), Washington (2,704 or 7%), Massachusetts (2,170 or 6%), and Oregon (1,456 or 4%).<sup>(5)</sup>
- 53% of the Japanese students enrolled in U.S. institutions were concentrated in the five states mentioned above.
- According to the Atlas of Student Mobility (Institute of International Education, 2009), the U.S., the U.K., Australia, Germany, and France<sup>(6)</sup> were the most popular destinations for Japanese students enrolling in short-term and full-time courses in other countries, as illustrated in the figure below.

Year	Number of Japanese Students
United States	40,835
United Kingdom	6,395
Australia	3,172
Germany	2,547
France	2,337

**Figure 2 Top host destinations for Japanese students in 2004**

(4) The interpolated number is 39,734.

(5) The study was conducted in North America.

(6) For more details, please visit <http://www.atlas.iienetwork.org/?p=48129>

According to the 2005 figures from the Japan-U.S. Educational Commission (JUSEC) report conducted by Open Doors and the Institute of International Education, the body that commissioned the study discussed above, there are a few changes in the number of Japanese students enrolling in ESL courses (Open Doors 2005, 2005).

- The total number of Japanese students in 2004-05 was 42,215. This figure was certainly lower than 2001. However, there does not appear to have been an overall decline in the levels of student enrollment stated in the report. During this academic year, many institutions reported declines in degree-seeking students that were offset by increases in other categories, including non-degree studies, practical training, and intensive English language studies. This further demonstrates the increasing popularity of ESL programs among Japanese and other students.

- Of all the international students studying in the U.S., 8% were enrolled in intensive English language programs.<sup>(7)</sup>

There is no doubt that these numbers are important, especially since the Japanese population is ageing (CIA, 2009) and the Japanese culture tends to place significant value on higher education.<sup>(8)</sup> Given the numbers of students who enroll in higher education programs outside Japan, there is a need to augment the operations of universities and colleges to ensure that students who return to their native cities and towns after completion of these courses do not have a difficult time readjusting to their home campus environments.

In a study on Japanese women studying in an American ESL course (Miyakoshi, 1997), it was found that the Japanese students often experienced a specific series of events:

- leaving their homes,
- understanding the new culture,
- learning new concepts in a short period of time and understanding American culture,
- evaluating personal progress in the six weeks spent on the learning process, and,
- going back to their native country and starting the adjustment cycle again.

---

(7) According to the website of the American Association for Intensive English Programs (AAIEP), and intensive language program is defined as “one which offers participants a minimum of 18 contact hours of English language instruction per week organized into a curriculum designed to serve the needs of the participants; which is overseen by a person having clearly defined responsibility for the overall administration of the program including but not limited to selection, evaluation and retention of faculty and staff; which has an established curriculum allowing for the differentiation of participants by level of proficiency; which offers instruction during stated sessions; and which provides participants orientation and counseling services.”

(8) This concept is called Ryugakusei, which means “long-term commitment to gaining knowledge and insight from a foreign expert” (Hawkins & Cummings, 2000) in Japan.



The study highlighted the many cultural differences between the U.S. and Japan, and a significant number of participants in the study pointed out that they had encountered difficulty in the process of adjusting to the new campus environment. These adjustment challenges were rendered all the more acute because English was their second language and there were vast cultural differences in the backgrounds of students from different countries and cultures. At the same time, the students pointed out that they felt freer in the U.S. campus environment as compared to their home campus.<sup>(9)</sup> They also felt that the six-week program was a positive and beneficial learning experience. Not only did they learn about the U.S. culture (Hawkinson, Clark, & R, 1995), but it also gave them an opportunity to inform their American peers about Japanese culture (Finkelstein, Imamura, & Tobin, 1991).

After analyzing the entire study, it seems fair to suggest that after some initial adjustment issues and day-to-day concerns, the Japanese students were comfortable with the short-term study period and were able to transfer their knowledge to their native countries. They spoke better English, had a stronger grasp of intercultural values and behaviors, and gained experience working with people of other cultures (Miyakoshi, 1997). However, once the students had returned to their home campuses, it was observed that they found it challenging to readjust to their native environment. These common problems—and several proposed solutions—will be highlighted in the following section.

### ***Designing and Implementing Options for Students who Enroll in Short-Term ESL Courses***

It is not an overstatement to suggest that post-secondary institutions around the world have experienced profound changes as the result of the growing globalization of higher education (Altbach, 2004). As discussed previously, Japanese university administrators, staff, and professors must play a central role in encouraging students to enroll in short-term ESL programs. Not only should they work to educate students and parents of the benefits of such programs, but also design interventions to make the process of readjusting to the home campus easier for returning students. This requirement is based upon the following observations:

1. Students exposed to a different culture and learning environment often tend to compare the cultures and mentally prefer one of the cultures over the other.
2. Many Japanese students find it extremely challenging to try to adjust to American or Canadian study environments. For example, they may have difficulty understanding the way that North American students talk, walk, sit,

---

(9) Some of the reasons cited were the way students dressed, spoke in lower voices, covered their mouth while laughing or sneezing, etc., in Japanese cultural contexts. In the U.S., the campus atmosphere was more informal and carefree. Students were responsible for completing assignments and group work on time, and they enjoyed working in groups rather than on individual assignments.

eat, socialize, treat their parents, etc., and may experience a profound sense of ‘culture shock’. Some of the commonly cited symptoms of a failure to adjust (Wagner & Schnitzer, 1991) are listed below:

- a. Family problems.
  - b. Emotional insecurity.
  - c. Inability to cope with overseas curriculum and group assignments.
  - d. Cultural conflict and change.
  - e. Inability to speak and write English.
  - f. Lack of individual guidance and correction.
3. Often, when international students return home after completing a short-term intensive English course where they have typically been functioning autonomously, away from the direct supervision of their parents and teachers, they face a staff and campus environment that are unaware of their activities, do not know how to use their newfound knowledge, and often show no emotional reaction to or awareness of their achievements (Miyakoshi, 1997).

The key to solving these issues is developing targeted and effective programs to aid the re-integration process of returning short-term ESL students and to help them readjust to campus life in Japan. These programs should include a number of components, including student counseling and mentoring. In addition, university professionals can help them to understand the significance and implications of studying abroad for a short period of time. Further, university personnel can organize seminars and training programs for students who have returned from intensive training abroad. Such training programs should include “resistance to change” modules and should focus on facilitating psychological debriefings for students who are encountering acute difficulties. In addition, it may also be helpful to develop training programs and briefings designed for implementation before students depart for a period of international study, so that they can adjust more rapidly and effectively to the new cultural environment.

Based on the evidence reviewed in this discussion, it can be concluded that a number of the problems and difficulties that have been observed in Japanese students who have returned from short-term intensive ESL training in the U.S., U.K., or Canada may be minimized through the development of pre- and post-trip programs, workshops, and mentoring. In these proposed programs, university officials can partner with parents and students to develop a more in-depth understanding of what students can expect in an overseas learning course and how the student can begin to re-adjust upon return to Japan after completing ESL study. Cultural training, language training, and practical training, coupled with illustrations of what to expect of everyday life in the target country, can significantly reduce the emotional insecurity among students and parents. Such training sessions should be designed to increase the overall confidence and skill levels of students using a proven combination of techniques,

components and modules.

As discussed earlier, students who opt to participate in short-term ESL courses abroad perform better in their home campuses, communicate well with people from other cultures, are prepared to work in companies in other parts of the world, hone their bilingual or multilingual skills (Wood, 2000), and are able to transfer their knowledge to their native country. Although these students often experience some degree of cultural uncertainty, the academic and professional impacts of short-term ESL courses are generally regarded as positive.

### ***Conclusion***

The increasingly common practice of offering study-abroad programs and integrating short-term ESL programs within university curricula is an effective model to promote multi-cultural tolerance, share social values, and promote global economic equity. For university professionals and staff, this growing trend offers a number of opportunities. Not only are Japanese students who have participated in short-term ESL programs abroad likely to be a better fit in today's global workforces, but these exchange programs can also provide a source of additional revenue for educational institutions facing budget shortfalls.

These opportunities have been overlooked by many universities, and some students and parents are wary about the possible negative implications of undertaking long-term courses in other countries. However, the unique nature of short-term ESL courses encourage intercultural equity, an equilibrium which is difficult to establish in countries that choose to compartmentalize their systems of higher education and do not readily participate in the global ethos of shared values, shared cultures, and shared prosperity.

Many countries, including Japan, have experimented with different forms of student exchange programs and participation in short-term courses ranging from two to six weeks. Still, it is important to recognize that such an effort may not work successfully without the targeted efforts of Japanese professors and support staff. Generally, if teachers are convinced that students can benefit from such courses, they are likely to encourage students to enroll in them. However, once the students have completed these courses, they may require assistance from teachers and staff to readjust to life at their home campus. According to the research on the subject, such an integrated model can work well and reap substantial positive benefits (Christofi, V. & Thompson, C.L., 2007).

Universities around the world are shifting from a higher education model that focuses solely on seeking training in one's native country to a strategy that involves the partnership of international accredited universities (Hawkins, Tanaka, & Nishida, 2000). It is important to recognize that tomorrow's doctors, lawyers, accountants,

politicians, managers, engineers, scientists, and citizens are enrolled in universities and colleges today. Eventually, these students may have an opportunity to work outside their native country. In order to take full advantage of this opportunity, these students must be well-equipped with an array of cultural, linguistic, and critical thinking skills, and a short-term ESL course is a good start in this endeavour.

Perhaps one of the most significant steps that must be taken before the full potential of short-term ESL programs can be realized is that Japanese students and university administrators must work together to develop a mindset in which they regard themselves as sharing the responsibility of shaping the future of tomorrow's workforce by being mutually dependent and cooperative, rather than adversarial and competitive. Such arrangements have been successful in countries like the U.K., the U.S., and Canada, and this recent paradigm shift has attracted the attention of politicians, lawyers, academicians, bankers, consultants, investment managers, and entrepreneurs. In order to help Japanese students realize their full potential in today's global economy, the Japanese higher education system must consider such partnerships as a harbinger of growth, creativity, and innovation. It can be concluded that opportunities to study abroad should be made available to a broad cross-section of Japanese students, and that the process of enrolling in such programs and readjusting to the home campus after students return must be made simpler and more accessible. While the welfare of students should be at the heart of all efforts, it is also important to provide a culturally, socially, and economically hopeful future to the next generations of learners -- and to reform university practices, policies, and procedures accordingly.

While the current study has attempted to define some of the key issues pertaining to Japanese students enrolled in short-term ESL courses and has broached several viable solutions to the issue of cultural, social, and academic readjustment of ESL students returning to their home campus after a period of studying abroad, additional research is necessary in order to allow researchers and practitioners to study these proposed programs in greater detail. It is recommended that future studies be conducted to further conceptualize and assess the following issues:

1. What is the exact number of short-term ESL students studying at academic institutions in the U.S. and Canada?
2. What types of short-term ESL programs currently exist?
3. Are institutions in Japan, the U.S., and Canada providing any pre-departure and post-return support, training, and assistance to ESL students?
4. If so, what types of programs currently exist?
5. Of any existing programs, which have been proven demonstrably to lessen the common problems experienced by returning ESL students?

## Bibliography

- Altbach, P. (2004). Globalisation and the University: Myths and Realities in an Unequal World. *Tertiary Education and Management*, 10(1), 3-25.
- Asia Pacific Foundation of Canada. (2005). *Statistical Reports: Study Permits Issued to Asian Applicants*. Retrieved June 30, 2009, from Asia Pacific Foundation of Canada: <http://www.asiapacific.ca/en/publications/statistical-reports/study-permits-issued-asian-applicants>
- British Columbia Statistics. (1997). *Special Feature: Foreign Students Studying in British Columbia*. Retrieved June 30, 2009, from British Columbia Statistics: <http://www.bcstats.gov.bc.ca/pubs/immig/imm981sf.pdf>
- Byram, M., & Feng, A. (2006). *Living and Studying Abroad Research and Practise*. Language for Intercultural communication and Education (Paperback).
- Byram, M., Nichols, A., & Stevens, D. (2001). *Developing Intercultural Competence in Practice* (ISBN-1-85359-537-3 ed.). Tonawanda, NY: Multilingual Matters, Ltd.
- Carlson, J., Burn, B., Useem, J., & Yachimowicz, D. (1990). *Study abroad: The experience of American undergraduates*. Connecticut: Greenwood Press.
- Christofi, V. & Thompson, C.L. (2007). You Cannot Go Home Again: A Phenomenological Investigation of Returning to the Sojourn Country After Studying Abroad. *Journal of Counseling & Development*, 85(1), 53-63.
- CIA. (2009). *The World Factbook-Rank Order-Life expectancy at birth*. Retrieved June 29, 2009, from Central Intelligence Agency: <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2102rank.html>
- Finkelstein, B., Imamura, A., & Tobin, J. (1991). *Transcending Stereotypes: Discovering Japanese Culture and Education*. Yarmouth, Maine: Intercultural Press Inc.
- Hawkins, J., & Cummings, W. (2000). Preface: Transnational Competence. In J. Hawkins, & W. Cummings, *Transnational Competence: Rethinking the U.S. - Japan Educational Relationship* (p. vii). Albany: State University of New York.
- Hawkins, J., Tanaka, Y., & Nishida, T. (2000). Collegiate Exchanges. In J. Hawkins, & W. Cummings, *Transnational Competence: Rethinking the U.S. - Japan Educational Relationship* (pp. 95-99). Albany: State University of New York.
- Hawkinson, A., Clark, & R. (1995). *Living in the United States*. Brattleboro, VT: Pro Lingua Associates.
- Institute of International Education. (2009). *Atlas of Student Mobility*. Retrieved July 1, 2009, from Institute of International Education: <http://www.atlas.iienetwork.org/?p=48129>
- Institute of International Education. (2008). *Open Doors 2008 Country Fact Sheets*. Retrieved July 1, 2009, from Institute of International Education: [opendoors.iienetwork.org](http://opendoors.iienetwork.org)
- McConnell, D. (2000). *Importing Diversity: Inside Japan's JET Program*. Berkeley: University of California Press.

- Mckeown, J. (2009). *The first time effect: the impact of study abroad on college student*. Albany: State University of New York Press.
- Miyakoshi, Y. (1997). *Japanese Female Students in an American ESL Class: Cultural Conflict and Change*. Brattleboro, VT: Masters Thesis-School for International Training.
- Open Doors 2005. (2005, November 14). *U.S. SEES SLOWING DECLINE IN INTERNATIONAL STUDENT ENROLLMENT IN 2004/05*. Retrieved July 5, 2009, from Institute of International Education: <http://opendoors.iienetwork.org/?p=69736>
- Parker, P. (2009). *The 2009 Report on Academic and ESL Books: World Market Segmentation by City*. e-document: Icon Group International.
- Robinson-Pant, A. (2009). Changing academies: exploring international PhD students' perspectives on 'host' and 'home' universities. *Higher Education Research & Development*, 28(4), 417-429.
- Schroth, M.L. & McCormack, W.A. (2000). Sensation Seeking and Need for Achievement Among Study-Abroad Students. *Journal of Social Psychology*, 140(4), 533-535.
- Silva, A. (1998). Going and Coming: Three Study Abroad Programs Based in Japan. *Kinki University Language Institute Journal*, 36-41.
- Statistics Canada. (2008, February 7). *University Enrolment*. Retrieved July 11, 2009, from Statistics Canada: <http://www.statcan.gc.ca/daily-quotidien/080207/dq080207a-eng.htm>
- Wagner, A., & Schnitzer, K. (1991). Programmes and policies for foreign students and study abroad: the search for effective approaches in a new global setting. *Higher Education*, 21(3), 275-288.
- Wood, R. (2000). Introduction: Exchanges in a Borderless World Economy. In J. Hawkins, & W. Cummings, *Transnational Competence : Rethinking the U.S.-Japan Educational Relationship* (pp.1-6). Albany: State University of New York Press.
- Xiaoxuan, L. (2004). A Study by the Chinese Academy of Sciences on the Benefits of Study Abroad. *Chinese Education & Society*, 37(2), 61-87.
- Zheng, K. (2000). How to Look At and Utilize Persons Who Have Gone Abroad to Study and Who Are Remaining There. *Chinese Education & Society*, 33(5), 31-35.
- Zikopoulos, M., & Goodwin, C. (1988). *U.S. Students Abroad Statistics on Study Abroad 1985/86*. New York: Institute of International Education, New York and United States Information Agency, Washington.

## Notes

<sup>i</sup> Institute of International Education 809 United Nations Plaza 7th Floor New York, NY 10017 USA

Tel: +1(212)984 5367 [membership@iie.org](mailto:membership@iie.org)

<sup>ii</sup> The **Open Doors** report is published by the Institute of International Education,

the leading not-for-profit educational and cultural exchange organization in the United States. IIE has conducted the annual statistical survey of the international students in the United States since 1949, and with support from the U.S. Department of State's Bureau of Educational and Cultural Affairs since the early 1970s. The census is based on a survey of over 2,700 accredited U.S. institutions. **Open Doors** also reports on international scholars at U.S. universities and international students enrolled in pre-academic Intensive English Programs, as well as U.S. students studying abroad, based on separate surveys. A full press kit and further details on the **Open Doors** 2005 surveys and their findings can be accessed on [www.opendoors.iienetwork.org](http://www.opendoors.iienetwork.org), and the full report can be ordered for \$49.95 from IIE Books at <http://www.iiebooks.org>. This is a direct quote from the website.

- <sup>iii</sup> The Japan-United States Educational Commission (JUSEC) 207 Sanno Grand Building, 14-2, Nagata-cho2-chome, Chiyoda-ku, Tokyo, Japan 100-0014 Phone 03-3580-3231

For more information please visit <http://www.fulbright.jp/eng/study/stats/index.html>



## [抄 録]

グローバル化が進む今日，世界中の大学で教育体制に変化がみられる。今日様々な職種・業界において，海外で勤務する，あるいは国内でも外国人と共に働く機会が増えており，英語でのコミュニケーションは欠かせない。英語でコミュニケーションをとり，ビジネスをするための準備を学生時代から積み重ねることは非常に重要で，そのために短期 ESL プログラムを利用することは有益である。しかし近年，海外での短期 ESL プログラムに参加し，キャリアアップや学力の充実を図る学生が少なくなっている。いったいなぜなのか？

この研究論文では，アメリカまたはカナダにおける短期 ESL プログラムの重要性を浮き彫りにし，今後，日本の学生がより安心して ESL プログラムを活用するためには何が必要かを，教育現場の視点から検証する。日本の高等教育システムにおいては，日本人学生がこのようなプログラムに安心して参加できる環境を整備し，さらにプログラム終了後も日本で引き続き学習課程を修了できるようなサポート体制を整えることが重要である。

## — Abstract —

The widespread availability of effective short-term ESL programs would likely solve many existing social, economic, and even political problems and challenges. Most significantly, by providing an entire generation of international workers with the tools necessary to function in English, effective short-term ESL programs could play an important role in addressing worldwide labor disparities in fields as diverse as engineering, health care, infrastructure support, government administration, law enforcement, and many more. The purpose of this research paper is two-fold: 1) to highlight the importance of ESL programs in the U. S. and Canada from the perspective of Japanese students and 2) to discuss models that could help ease the cultural and academic problems that some students encounter after returning from ESL study abroad. A significant research gap exists when it comes to explaining why Japanese students tend to avoid enrolling in short-term ESL programs and assessing the potential impact of such programs on Japanese students' academic and career prospects. It is hoped that this study will contribute meaningfully to the scholarly literature on this subject.